USD Weekly Lesson Plans – Week 1: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **1. Communicate observations about falling objects.**  Indicator 1. Observe falling objects and identify things that prevent them from reaching the ground.  Indicator 2. Communicate observations that similar objects of varying masses fall at the same rate. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a informative text after reading informational text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Feb. 20 | [*Gravity Is a Mystery)*](http://www.amazon.com/Gravity-Mystery-Lets-Read-Find-Out-Science/dp/0064452018%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0064452018) by: Franklyn M. Branley | How Newton Discovered Gravity | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five will be the model used during Centers. | Inferencing  No David  Anchor Chart | Narrative:  Recount a short sequence of events |
| Tuesday  Feb 21 | [*Gravity Is a Mystery)*](http://www.amazon.com/Gravity-Mystery-Lets-Read-Find-Out-Science/dp/0064452018%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0064452018) by: Franklyn M. Branley | How Newton Discovered Gravity | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | Inferencing  No David  Anchor Chart | Writing Chart B Writing Form : Story |
| Wednesday  Feb 23 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity to the tune of London Bridge | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | Inferencing  No David  Anchor Chart | Writing Trait: Ideas |
| Thursday  Feb 24 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity to the tune of London Bridge | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | Inferencing  No David  Anchor Chart | Narrative:  Recount a short sequence of events |
| Friday  Feb 26 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity by Mr. R |  | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives |  | Inferencing  No David  Anchor Chart | Narrative:  Recount a short sequence of events |

USD Weekly Lesson Plans – Week 2: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **1. Communicate observations about falling objects.**  Indicator 1. Observe falling objects and identify things that prevent them from reaching the ground.  Indicator 2. Communicate observations that similar objects of varying masses fall at the same rate. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a informative text after reading informational text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Apr 2 | Zero Gravity by Gloria Skurzynski | Gravity to the tune of London Bridge | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five will be the model used during Centers. | What is Gravity? | Narrative:  Recount a short sequence of events |
| Tuesday  Apr 3 | Zero Gravity by Gloria Skurzynski | Gravity by Londis Carpenter | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | What is Gravity? | Narrative:  Recount a short sequence of events |
| Wednesday  Apr 4 | *What Makes Day and Night* by Franklyn M. Branley. | Gravity by Londis Carpenter | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | What is Gravity? | Narrative:  Recount a short sequence of events |
| Thursday  Apr 5 | *What Makes Day and Night* by Franklyn M. Branley. | Gravity by Meish Goldish | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | What is Gravity? | Narrative:  Recount a short sequence of events |
| Friday  Apr 6 | Owl Moon by Jane Yolan | Gravity by Meish Goldish | What Makes Earth Hot or Cold Class Chart pg. 34 | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives |  | What is Gravity? | Narrative:  Recount a short sequence of events |

USD Weekly Lesson Plans – Week 3: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a narrative text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED: Rigby Themes 3 4 The Moon in Motion & Circling the Sun

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Mar 5 | Why Does the Moon Change Shape? By Isaac Asimov (Rigby Theme 3 pg. 77) | The Moon's the North Wind's Cookie: Night Poems by Susan Russo | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five will be the model used during Centers. | Venn Diagram  Moon/Earth | Narrative:  Recount a short sequence of events |
| Tuesday  Mar 6 | The Moon by Ian Graham | Why Does the Moon Change Shape whole class charts pg. 20 | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five | Venn Diagram Moon/Earth | Writing Chart B Writing Form : Story |
| Wednesday  Mar 7 | The Moon Book by Gail Gibbons | The Moon by Robert Louis Stevenson | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five | Venn Diagram  Moon/Earth | Writing Trait: Ideas |
| Thursday  Mar 8 | [*Boy, Were We Wrong About the Solar System*](http://www.amazon.com/Were-Wrong-About-Solar-System/dp/0525469796%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0525469796) by: Kathleen V. Kudlinski | “The Moon” whole class chart pg. 25 | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five | Venn Diagram Moon/Earth | Narrative:  Recount a short sequence of events |
| Friday  Mar 9 | [*Boy, Were We Wrong About the Solar System*](http://www.amazon.com/Were-Wrong-About-Solar-System/dp/0525469796%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0525469796) by: Kathleen V. Kudlinski | Twinkle Twinkle Little Star |  | Plurals s and es & Plurals y to ies |  | Venn Diagram  Moon/Earth | Narrative:  Recount a short sequence of events |

USD Weekly Lesson Plans – Week 4: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a narrative text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Mar 12 | *What Makes Day and Night* by Franklyn M. Branley. | The Missing Moon Mystery Rigby Big Book with CD | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five will be the model used during Centers. | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Tuesday  Mar 13 | *Papa Please Get Me the Moon by Eric Carle* | Mr. Moon | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Wednesday  Mar 14 | The first travel guide to the Moon : what to pack, how to go, and what to see when you get there by Rhoda Blumberg | The Planet Song | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Thursday  Mar 15 | The first travel guide to the Moon : what to pack, how to go, and what to see when you get there by Rhoda Blumberg | Climb Aboard the Spaceship | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Plurals s and es & Plurals y to ies | Daily Five | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Friday  Mar 16 | The first Moon Landing by Steven Kortencamp | Climb Aboard the Spaceship | What Makes Earth Hot or Cold Class Chart pg. 34 | Plurals s and es & Plurals y to ies |  | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |

USD Weekly Lesson Plans – Week 5: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a narrative text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Mar 26 | [Starry Messenger: Galileo Galilei by Peter Sís](http://www.amazon.com/Starry-Messenger-Galileo-Peter-S%C3%ADs/dp/0374470278%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0374470278) | Solar Sytem in Motion | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five will be the model used during Centers. | Review Simple Sentence Structure & Compound Sentences joined with and | Students discuss and write about text features as a part of reading of informational text. |
| Tuesday  Mar 27 | [Starry Messenger: Galileo Galilei by Peter Sís](http://www.amazon.com/Starry-Messenger-Galileo-Peter-S%C3%ADs/dp/0374470278%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0374470278) | Solar Sytem in Motion | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Wednesday  Mar 28 | Neil Armstrong, Space Pioneer by Paul Westman | Space Action Song | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Thursday  Mar 29 | There’s No Place Like Space by Tish Rabe | Orbiting Around the Moon | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Friday  Mar 30 | Maui and the Sun Rigby Read Aloud pg. 108-111 | Orbiting Around the Moon | Super Sun Science Rigby CD and Big Book | y plus er, est & Verb ending ed |  | Review Simple Sentence Structure & Compound Sentences joined with and | Students discuss and write about text features as a part of reading of informational text. |

USD Weekly Lesson Plans – Week 6: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a narrative text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Apr 2 | [*Eclipse: Darkness in Daytime*](http://www.amazon.com/Eclipse-Darkness-Franklyn-Mansfield-Branley/dp/0690046170%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0690046170) by: Franklyn Mansfield Branley | Moon Ride | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five will be the model used during Centers. | Review Simple Sentence Structure & Compound Sentences joined with and | Students discuss and write about text features as a part of reading of informational text. |
| Tuesday  Apr 3 | [*Eclipse: Darkness in Daytime*](http://www.amazon.com/Eclipse-Darkness-Franklyn-Mansfield-Branley/dp/0690046170%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0690046170) by: Franklyn Mansfield Branley | Moon Ride | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Wednesday  Apr 4 | Some Is Eating the Sun | It’s a Blast | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Thursday  Apr 5 | Find the Constellations by H. A. Rey | It’s a Blast | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Friday  Apr 6 | The Big Dipper by Stephanie Peters | Half Moonshine by Judith Viorst |  | y plus er, est & Verb ending ed |  | Review Simple Sentence Structure & Compound Sentences joined with and | Students discuss and write about text features as a part of reading of informational text. |

USD Weekly Lesson Plans – Week 1: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a informative text after reading informational text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

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|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Mar 26 | [*Gravity Is a Mystery)*](http://www.amazon.com/Gravity-Mystery-Lets-Read-Find-Out-Science/dp/0064452018%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0064452018) by: Franklyn M. Branley | How Newton Discovered Gravity | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five will be the model used during Centers. | Review Simple Sentence Structure & Compound Sentences joined with and | Students discuss and write about text features as a part of reading of informational text. |
| Tuesday  Mar 27 | [*Gravity Is a Mystery)*](http://www.amazon.com/Gravity-Mystery-Lets-Read-Find-Out-Science/dp/0064452018%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0064452018) by: Franklyn M. Branley | How Newton Discovered Gravity | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Wednesday  Mar 28 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity to the tune of London Bridge | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Thursday  Mar 29 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity to the tune of London Bridge | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Friday  Mar 30 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity by Mr. R |  | y plus er, est & Verb ending ed |  | Review Simple Sentence Structure & Compound Sentences joined with and. | Students discuss and write about text features as a part of reading of informational text. |

USD Weekly Lesson Plans – Week 2: The Moon and Gravity

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a informative text after reading informational text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Apr 2 | Zero Gravity by Gloria Skurzynski | Gravity to the tune of London Bridge | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five will be the model used during Centers. | Review Simple Sentence Structure & Compound Sentences joined with and | Students discuss and write about text features as a part of reading of informational text. |
| Tuesday  Apr 3 | Zero Gravity by Gloria Skurzynski | Gravity by Londis Carpenter | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Wednesday  Apr 4 | *What Makes Day and Night* by Franklyn M. Branley. | Gravity by Londis Carpenter | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Thursday  Apr 5 | *What Makes Day and Night* by Franklyn M. Branley. | Gravity by Meish Goldish | Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | y plus er, est & Verb ending ed | Daily Five | Use text features in non-fiction to aid comprehension of the text. | Students discuss and write about text features as a part of reading of informational text. |
| Friday  Apr 6 | Owl Moon by Jane Yolan | Gravity by Meish Goldish |  | y plus er, est & Verb ending ed |  |  | Students discuss and write about text features as a part of reading of informational text. |

USD Weekly Lesson Plans – Week 1: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| --- | --- | --- |
| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a informative text after reading informational text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Feb. 20 | [*Gravity Is a Mystery)*](http://www.amazon.com/Gravity-Mystery-Lets-Read-Find-Out-Science/dp/0064452018%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0064452018) by: Franklyn M. Branley | How Newton Discovered Gravity | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five will be the model used during Centers. | Inferencing  No David  Anchor Chart | Narrative:  Recount a short sequence of events |
| Tuesday  Feb 21 | [*Gravity Is a Mystery)*](http://www.amazon.com/Gravity-Mystery-Lets-Read-Find-Out-Science/dp/0064452018%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D0064452018) by: Franklyn M. Branley | How Newton Discovered Gravity | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | Inferencing  No David  Anchor Chart | Writing Chart B Writing Form : Story |
| Wednesday  Feb 23 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity to the tune of London Bridge | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | Inferencing  No David  Anchor Chart | Writing Trait: Ideas |
| Thursday  Feb 24 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity to the tune of London Bridge | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | Inferencing  No David  Anchor Chart | Narrative:  Recount a short sequence of events |
| Friday  Feb 26 | [*Galileo's Leaning Tower Experimen*t](http://www.amazon.com/Galileos-Experiment-Selection-Charlesbridge-Hardcover/dp/1570918694%3FSubscriptionId%3D19BAZMZQFZJ6G2QYGCG2%26tag%3Dsquid1251741-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1570918694)  by: Wendy Macdonald | Gravity by Mr. R |  | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives |  | Inferencing  No David  Anchor Chart | Narrative:  Recount a short sequence of events |

USD Weekly Lesson Plans – Week 2: The Moon and Gravity

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards | |
| **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Health Social Studies Science | |
| Content Standard: **2. Observe and record the recognizable objects and patterns in the night sky.**  Objective 1: Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.  Objective 2: Observe and describe the number, arrangement and color/brightness of stars in the night sky. | |
| STUDENT NEEDS ADDRESSED: | | Specific Instructional Needs | |
| **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | How to write a informative text after reading informational text.  How to infer when reading. | |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Read Aloud** | **Shared Reading** | **Guided Reading** | **Phonics/Word Work** | **Literacy Centers** | **Interactive Writing** | **Independent Writing** |
| Monday  Apr 2 | Zero Gravity by Gloria Skurzynski | Gravity to the tune of London Bridge | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five will be the model used during Centers. | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Tuesday  Apr 3 | Zero Gravity by Gloria Skurzynski | Gravity by Londis Carpenter | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Wednesday  Apr 4 | *What Makes Day and Night* by Franklyn M. Branley. | Gravity by Londis Carpenter | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Thursday  Apr 5 | *What Makes Day and Night* by Franklyn M. Branley. | Gravity by Meish Goldish | Infer/Cause and Effect and Review Determine Importance: Supporting Details | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives | Daily Five | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |
| Friday  Apr 6 | Owl Moon by Jane Yolan | Gravity by Meish Goldish | What Makes Earth Hot or Cold Class Chart pg. 34 | Prefix un, Suffixes ful, less, er, ly  Contractions & Adjectives |  | What Do We Know About the Moon? | Narrative:  Recount a short sequence of events |